

due date:
/30



m03 : Form Combination

overview

Students will gain an understanding of how two different forms combine in a way that enhances the meaning of each form individually; visually using letter and image equally. Students will also explore the positive and negative space of each form and how to best balance this space between letter and image while creating their combination.

focus

In addition to the formal considerations mentioned above, you will also be working with content and meaning. Pay close attention to the details of the individual letters, form and scale of line and the overall visual weight of your icon. Remember each decision you make as a designer is meaningful in terms of the impact your design has on the viewer.

process

Research books (*Communication Arts Design Annuals* preferred) in the library for Logos and Lettermarks in legitimate design sources. Photocopy (B&W) five examples that best fit our assignment requirements, cite your sources and staple.

Have an agenda when you make these decisions; what kind of message are you interested in conveying? Working with sketches first and the computer second, refine your letterform combination to the most successful and creative solution possible.

Ask yourself the following questions regarding your visual design decisions:

- » Why have you chosen uppercase or lowercase for your mark?
- » Why have you chosen the specific font you used?
- » Where and how are you repeating existing shapes of the letterform in your completed mark?
- » Is your mark a letter with object added to it, or an object with a letter added to it? Ideally it is the perfect visual combination of letter and object, which can visually switch in the viewers mind (perceptually equal).

specifications

Choose an existing typographic letterform for this project, which you will transform into an original icon. Visually the letter and image should be equal, the viewer will perceive either the letter or the image the same. Creativity counts!

- » Use your knowledge of *Adobe Illustrator* and use of the *Point & Path (Pathfinder)* tools
- » The subject of the icon will start with the same letter as the symbol/letterform, for example J=Joker, I=ink and so forth.
- » *Ornamental* typefaces are NOT allowed for this project
- » NO *Butterflies, Mountains, Snakes* or *Zippers* allowed.

size & color

- » Visually center your icon, no larger than 4" x 4", on a 6" x 6 high quality paper (artboard).
- » Mount your print on black matte board with a 2" border on the top, left and right. Include and extra .25" on the bottom margin for a total of 2.25". Please see the visual example in the online gallery.
- » Students will turn in the *Adobe Illustrator* file and .png

The final print will be black and white only, no grey scale. Include a tracing paper cover with your name clearly printed on the back of the project. Distorted type and Pixelated images will automatically drop one letter grade (10%)

suggestions

Your subject matter must exist and be tangible. Additionally, your subject can not have an existing mark. One suggestion is to explore elements (fire, water, earth, air, etc.)

Be able to answer why you chose to use a serif or san serif. Ask yourself what characteristics of the object identify your subject for the viewer and how did you emphasize that characteristic in your design.

resources:

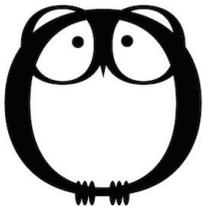
<http://shape.method.ac/>



E. Le



S. Deats



R. Herrera



C. Gomez

NOTE: This assignment, specifications, gallery and its accompanying weekly schedule are subject to change according to the pedagogical objectives of the class as determined by the instructor.

due date:

Name:

Class **M · T · W · R · F** ampm



m03 : Form Combination evaluation sheet

grade scale & percent 100% / 30 pts

>A	A-	B+	B	B-	C+	C	C-	D+	D	D-	<F
96%	90	87	84	80	77	74	70	67	64	60	<59%

					concept / content 10% / 3 pts
2.9	2.5	2.2	1.9	1.8	Creativity: Student's idea (concept) as a whole, the IDEA or invention. Is it an original approach or borrowed (visually derivative). Clear visual and verbal (and /or written) articulated idea/meaning by student.
					effectiveness of communication 25% / 7.5 pts
2.9	2.5	2.2	1.9	1.8	10% / 3 pts = Critique: Verbal participation in classmates evaluation and presentation of individual's work (including craft), articulate use of vocabulary. Comments show understanding and comprehension of given problem and solution.
4.3	3.8	3.3	2.9	2.7	15% / 4.5 pts = Visual Communication: Appropriate visual solutions for given problem Students successfully communicated idea (concept) with their visual solutions for the project. Successful balance of existing type form and image; integrated and balanced <i>type + image</i> .
					visuals / imagery 40% / 12 pts (10% / 3 pts each)
2.9	2.5	2.2	1.9	1.8	Aesthetics: Quality and complexity of images created by student for the project; construction of meaningful images. Are the images original or copied from an existing style/source?
2.9	2.5	2.2	1.9	1.8	Hierarchy: Appropriate and successful application of visual sequence; focal point...1, 2, 3
2.9	2.5	2.2	1.9	1.8	Typography: Appropriate and successful application of type; in conjunction with word chosen.
2.9	2.5	2.2	1.9	1.8	Composition: Successful use of <i>Principles & Elements of Design</i> and <i>Gestalt</i> ; visual relationship of all parts as a <i>whole</i> .
					technical / digital literacy 15% / 4.5 pts
4.3	3.8	3.3	2.9	2.7	Media Literacy: Students will demonstrate the required construction and output of their digital files. Shows understanding and quality of process; correct output and processes. This is specific to each medium and/or program used. Logical, appropriate and clear organization of layers, folders, digital file. This includes digital craftsmanship.
					minimum requirements / specifications 10% / 3 pts
+3	<input type="checkbox"/>	+1.5	<input type="checkbox"/>		Physical & Craft: correct print size, number of colors, cover sheet, name tag, mounting requirements, etc. This includes and is not limited to NAMING YOUR DIGITAL FILE CORRECTLY.
		-3	<input type="checkbox"/>		Pixelated images: -10%
		-3	<input type="checkbox"/>		Distorted type: -10%
		-3	<input type="checkbox"/>		Late: -10% (Excused)
		-7.5	<input type="checkbox"/>		Late: -25% (Unexcused)
			<input type="checkbox"/>		Incomplete; does not meet minimum requirements

Letter Grade	Definition
A	Student work demonstrates consistently excellent scholastic performance; thorough comprehension; ability to correlate the material with other ideas, to communicate and to deal effectively with course concepts and new material; exceptional reliability in attendance and attention to assignments.
B	Student work demonstrates superior scholastic performance overall, above average knowledge of subject matter, and attention to assignments; may demonstrate excellence but be less consistent than the work of an A student.
C	Student work demonstrates satisfactory performance overall, as well as reliable knowledge of subject matter, and attention to assignments. All minimum assignment requirements have been met by the student.
D	Student work demonstrates minimal, barely passing performance and comprehension overall; limited knowledge of subject matter.
F	Student work demonstrates unsatisfactory performance and comprehension or unfulfilled requirements. The grade is failing. (Often times this student will miss many class sessions.)